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ABSTRACT

The Learning Resource Service (LRS) provides information and instructional support services to Austin Community College (ACC) (Texas). From 1998 to 2002, a new LRS strategic plan will allow for continued and enhanced support, the goals of which include improved service, resources, and instruction/learning. To accomplish this mission, LRS will: (1) build an improved materials collection; (2) increase student access to resources; (3) study current LRS space utilization at ACC and implement changes; (4) provide adequate service staff at all LRS locations; (5) support ACC faculty; (6) collaborate with other ACC groups to utilize technological resources; (7) provide more LRS staff development opportunities; (8) foster open communications among staff; (9) standardize district services and procedures; (10) strengthen operations through exemplary leadership; (11) offer innovative instruction; and (12) promote LRS as a program of distinction. LRS also will provide library services, instructional technology, and instructional development in an integrated support system for the educational needs of ACC. Appendices include the ACC mission, survey and focus group results, summary of the LRS Technology Plan, summary of LRS statistics, and plan process and chronology. (YKH)

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TRANSITION TO THE FUTURE
LRS STRATEGIC PLAN 1998-2002

LRS MISSION

Learning Resource Services will be a collaborative system of library information services, instructional technology, and instructional development whose aim is to support teaching and learning at Austin Community College by providing the excellent staff, resources, instruction and services needed by our community of users.

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Learning Resource Services
Austin Community College
Austin, Texas
18 August 1997

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LRS STRATEGIC PLANNING GROUP

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INTRODUCTION

Learning Resource Services (LRS) has provided quality information and instructional technology support services to the ACC community for many years. The *LRS Strategic Plan 1992-97* has helped guide the growth of the department and helped us to understand how we could be more effective.

A new strategic planning process was begun some 18 months ago. It has involved dozens of LRS faculty, professional and classified staff members, as well as other ACC faculty, staff and students. The planning process facilitated an understanding of the directions LRS should be moving in order to continue effective support of the ACC educational mission.

Transition to the Future: The LRS Strategic Plan 1998-2002 will guide the development of programs and services over the next five years. It will link LRS evaluation efforts with annual goals and objectives, and it will link goals and objectives to budget requests and priorities. Finally, some 4 years from now, this plan will link LRS to the next strategic planning process.

The LRS consists of three internal departments of Library Services, Instructional Technology and Development, and Technical Services and Automation. Learning Resource Centers are the physical locations in which these departments offer services to the ACC community. LRS provides support for effective teaching and learning, both within a classrooms (including virtual classrooms), within Learning Resource Centers and from remote locations.

My thanks to all those in LRS and in ACC who helped bring this document into being. From your efforts, the LRS program is stronger and more capable of supporting the college's instructional needs.

W. Lee Hisle, Ph.D.
Associate Vice-President
Learning Resource Services

LEARNING RESOURCE SERVICES

OVERVIEW OF THE ORGANIZATION

Overview of LRS Organization

Learning Resource Services is an integrated system of instructional support services consisting of three internal departments: Library Services, Instructional Technology and Development, and Technical Services and Automation. Learning Resource Centers are the physical locations in which services are delivered. LRS is organized as a centralized, district-wide operation under the leadership of the Associate Vice-President for LRS. The Associate Vice-President reports directly to the Executive Vice-President.

Although LRS is a centralized, district-wide organization, conscious effort is made to ensure relevance and participation at the local, campus level. Members of LRS staff serve on campus committees and participate in campus leadership activities. Special collections are maintained for campuses depending on unique academic offerings. Each campus holds meetings of all LRS professional staff to foster cooperation among the LRS departments on that campus.

LRS is managed using a matrix-model of participatory management. Line authority comes from the Associate Vice-President and the Management Team which consists of the five Head Librarians and the Manager of Instructional Technology and Development. Functional work areas of LRS are managed by committee-teams of faculty, professional and classified staff members. Committees exist to manage, for example, the Library Automation System, Staff Development, LRS Instruction, Collection Development, and Public Relations. These committees are chaired by regular LRS faculty and staff, as well as by Management Team members. The committees report to the Associate Vice-President who consults with the Management Team on operational and policy issues. The Associate Vice-President also maintains an ad-hoc LRS Focus Group, made up of LRS faculty and staff, to deal with operational issues and insure communication from the bottom-up.

Since 1992, LRS has operated under the guidance of the *LRS Strategic Plan, 1992-97*. All employee and program evaluations, annual goals and objectives, and budget development efforts are linked to the LRS Strategic Plan. Development of the new plan, *Transition to the Future: LRS Strategic Plan, 1998-2002*, was started some 18 months ago.

Approximately 100 ACC employees work in Learning Resource Services at the eleven campuses or sites where LRCs are operated. LRS circulated over 300,000 materials in FY97, accommodated nearly one million visits by ACC faculty, staff, and students; and answered over 170,000 reference questions. In addition, some 12,000 students participated in one the LRS instructional programs. The materials collection consists of nearly 120,000 volumes.

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Performance Goals are set for committees, as well as for faculty and staff, each academic year. Evaluation is based on goal achievement. Committee Conveners are evaluated by their peers; they in turn evaluate their committee members. That information is transmitted to line supervisors to be used in individual performance reviews.

Reorganization of Learning Resources as a district-wide centralized operation since 1985 has benefitted the college community of students, faculty and staff in many ways. In general, the centralized organization has increased accountability for LRS operations. Other benefits include:

- quality of services is consistent in all LRCs in the district
- policies and procedures are consistent across the district
- resource sharing between campuses is easily accomplished since collection development funds are centralized
- the automation system serves all ACC users equally; cataloging standards are consistent in the district
- library instructional efforts can be developed and implemented college-wide
- technology planning for LRS is done district-wide, maximizing the useful life of equipment
- district-wide acquisition of materials and supplies brings cost savings
- faculty and staff can be assigned to LRS committees based on their expertise rather than to satisfy geographical requirements
- staff development is planned for district-wide participation leading to better overall service to students and faculty

LRS has a commitment to improve its operations and quality of service through continual examination of its organizational structure, and a willingness to make improvements as appropriate.

VISION FOR THE FUTURE

In perhaps the greatest revolution in education since the advent of the printing press over 500 years ago, the electronic information age is changing the way learning and teaching take place whether in a classroom, a laboratory, at home, at work, or in a learning resource center. The microchip pervades our personal and professional lives and, increasingly, all aspects of education will change as a result. Yet, the time-tested, traditional approaches to education and research retain value and relevance. Respecting the past, understanding the present, and anticipating the future, LRS strives to provide the information and instructional support services needed at ACC.

All Learning Resource Services are directed toward the achievement of our mission, goals, and strategic objectives while supporting the mission of the college. Support for teaching and learning, whether accomplished in the classroom, via distance learning methods, or via independent effort in Learning Resource Centers, will be the focus of our energies.

The LRS will provide essential library, instructional technology, and instructional development services in an integrated system of support to the educational programs, instructional goals, and student needs at ACC. These services will use whatever methods are most appropriate to the audience, from traditional to the most innovative. Our efforts will match pedagogy with appropriate methods of support.

Instruction / Learning

The Electronic Information Age is producing an enormous amount of data; students, faculty and staff are bombarded with messages from newspapers, television, radio, movies, video, magazines, and lately, electronic sources such as CD-ROMs and the Internet. They may spend an inordinate amount of time processing these messages, but not necessarily becoming more informed.

Information literacy skills (critical-thinking, life-long learning, and effective use of electronic information) underlies the LRS instructional program. The LRS instruction program will educate students on the research process and use of information resources for class completion, life-long learning and recreation. At the same time, it will satisfy those immediate needs within a value system of providing information literacy skills. LRS professionals will be actively involved in curriculum development to advance information literacy in ACC students.

Instructional programming to teach effective use of electronic resources, for research and classroom improvement, will be developed and offered to students, faculty and staff. This instruction will be delivered as credit courses or non-credit workshops for small and large groups, as well as one-on-one.

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LRS will specifically target services to improve classroom performance by ACC faculty through Instructional Development Centers. Possible services will include individual consultations with faculty, provision of teaching labs for self-analysis, instructional short courses and online tutorials. Services will be linked to faculty evaluations and other aspects of the ACC Faculty Development Program. Instructional development for traditional and electronic modes of instruction will be provided.

Resources

Materials collections (print, AV, computer software, etc.) in support of the ACC curriculum will be expanded and will include online, full-image periodicals, newspapers and reference sources. These materials will be acquired and maintained in the most expeditious, cost-advantageous, technologically appropriate method possible. Partnerships between classroom faculty, librarians, and ITD professionals will be used to ensure collection development which reflects the needs of the ACC community.

Professionals will serve as bibliographers of Internet resources, as they do of traditional print and audiovisual materials, linking faculty and students to resources relevant to their area of study. Electronic reserves will be implemented to serve students regardless of the location of a reserve material or the location of the student. Document delivery services will take advantage of new technology to speed access to materials across the district. Many LRS electronic resources will be available across the network to faculty in their offices or students at home.

Access

The idea of community in America is changing as society moves from a public to a private orientation, heralded by home-theater and electronic Internet villages with chat rooms. Education programs must accommodate the changing information needs of this new type of society. LRS will continue to provide all the traditional library services, however we will also provide expanded access to new, electronic information sources. Because these digital resources are disseminated through the Internet, access can potentially be extended to all ACC LRCs, classrooms, labs, and offices. In addition, resources will be available from home. To serve working students, extended hours in LRCs will be provided in the district.

An integrated LRS automation system will be available that offers access, through one search engine, to multiple electronic sources, as well as electronic reserves, patron-initiated interlibrary loan, and access to shared electronic resource systems.

LRS will support Open-Campus students with special, directed services (which may include 2-way video reference, document delivery, 800-numbers, etc.) and access to electronic resources from distant sites or from home.

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Technology

LRS will maintain open computer labs for student and faculty access to productivity and information tools. These spaces will serve as small and large group teaching facilities for the LRS instructional program as well.

Equipment will be current and sufficiently deployed to satisfy the educational needs of students and faculty, as well as the workplace needs of LRS staff. Robust PC workstations loaded with productivity and information software will be available throughout the LRCs. The LRS Technology Plan will be continually updated and will guide technology acquisition and use in the LRS.

Instructional development will increase in importance as faculty and students integrate electronic educational tools and methods into classroom experiences. Instructors will use Web pages as classroom aides and students will turn in assignments using digital media. Instructional development will use teams of information professionals and classroom faculty to develop programming.

Facilities

The blurring of boundaries among traditional LRS areas, e.g., computer centers, library reference, etc., will lead LRS to incorporate an Information Commons concept (open-access computing and media-viewing facilities) in its Learning Resource Centers. The Information Commons will serve general students, special-needs students, and CIS students. Integration of services in LRCs will provide students with greater access to information and computer resources, as well as providing the college with better space utilization.

Electronic classrooms will be available at every campus to enable innovative use of networked resources in instruction.

Staff

Staff who are technologically-adept, have a cooperative attitude, excellent public service orientation, and who can facilitate the use of instructional and information technology will be employed, developed, and retained. Staff will be cross-trained to function effectively in an information-diverse environment. Staff will be selected with the personal qualities necessary to interact effectively with a community college clientele. Sufficient permanent staff will be employed to serve the needs of LRS clients and the ACC community reducing LRS dependence on hourly employees.

Management

LRS will be an integrated system of instructional and information technology programs and services. It will operate with a district-wide perspective to maximize resource sharing, to provide consistency of services, central accountability, and to achieve a unified mission. LRS managers will model a high standard of service-orientation, work ethic, and commitment to the ACC mission.

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The management of LRS will be flexible, without compromising quality, in adapting to changes at ACC, advances in technology, and in meeting LRS users' expectations and needs. Electronic communications for meetings, internal documents, policies and procedures, minutes, LRS publications, and collection development routines will be used.

Partnerships

Classroom faculty will see the LRS program as a partner in achieving student excellence through teaching and learning. LRS will partner with Student Services to meet the information needs of at-risk and special needs student populations.

Local cooperative agreements (with libraries, businesses, etc.) will be expanded and strengthened as necessary to improve service to our faculty and students. The LRS will participate fully in state-wide initiatives for resource sharing.

Distinction and Standards

LRS will emphasize quality in all services which will result in state and national recognition for its programs and operations. LRS will guide and measure progress by the use of applicable professional standards, benchmarks, and by internal and external evaluations.

LEARNING RESOURCE SERVICES

MISSION AND GOALS -- 1998-2002

MISSION: Learning Resource Services will be a collaborative system of library information services, instructional technology, and instructional development whose aim is to support teaching and learning at Austin Community College by providing the excellent staff, resources, instruction and services needed by our community of users.

PRIMARY GOALS:

Service

Learning Resource Services will provide the highest quality service to all Austin Community College populations.

Resources

Learning Resource Services will acquire, develop, and maintain the materials and equipment to meet the needs of the students, faculty and staff of Austin Community College.

Instruction / Learning

Learning Resource Services will support Austin Community College's instructional mission. Learning Resource Services staff will educate users through the design and delivery of instruction to promote critical thinking and life-long learning.

SUPPORTING GOALS:

Access

Learning Resource Services will provide equitable access to its resources, instructional programs, and services for all Austin Community College populations.

Technology

Learning Resource Services will investigate, acquire, utilize, maintain, and instruct in the use of traditional, as well as innovative and emerging technologies.

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Staff

Learning Resource Services will attract and retain staff who are knowledgeable, motivated, adaptable, service-oriented, and effective. Learning Resource Services has a commitment to provide continuing education and training for its staff.

Facilities

Learning Resource Services will acquire and maintain the facilities necessary to meet the needs of the students, faculty and staff of Austin Community College.

Management

Learning Resource Services will be a learning organization that is open, collegial, well-organized, flexible, and responsive. Learning Resource Services will continually assess its services in response to the changing needs of its community for planning services and allocating resources.

Partnerships

Learning Resource Services will maintain collaborative relationships within the College and with the larger community to be responsive to local, regional, and national needs and initiatives, and to make the most effective use of resources.

Distinction

Learning Resource Services will be recognized, locally and nationally, for its program of services. Learning Resource Services has a commitment to improving the professions of its faculty and staff.

Standards

Learning Resource Services will endeavor to meet the accepted standards and principles of its professions.

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STRATEGIC OBJECTIVES 1998

OBJ 1 Build a materials collection which better meets the current and future needs of the ACC community. [Goal: Resources, Access, Technology, Standards]

TASK 001 Provide needed funds to maintain the materials collections (print, media, software, electronic resources, etc.) using a standard formula of replacing 5% of the materials per year.

TASK 002 Provide funds needed to begin to phase in expansion of the collection to improve the ratio of students to material based on ACRL standards.

TASK 003 Analyze current collections against ACC curricular requirements and anticipated needs.

TASK 004 Analyze current collections deficiencies at smaller campuses and investigate ways to expand student access to materials.

TASK 005 Analyze current collections by comparing the collections to national standards.

OBJ 2 Increase student access to resources. [Goal: Access, Service, Resources, Technology, Partnerships]

TASK 006 Acquire and install the upgrade or replacement of the Dynix library automation system.

TASK 007 Provide networked electronic resources to the ACC communities.

OBJ 3 Study current LRS space utilization in the College and implement viable changes. [Goal: Facilities, Technology, Partnerships, Service, Resources, Staff, Instruction/Learning]

TASK 008 Provide expandible and flexible LRC facilities and operations -- suitable collection, services, and new staff – at the new Central East Austin Campus.

TASK 009 Provide multi-disciplinary electronic classrooms at CYP, NRG, PIN, RVS, and Central East Austin campuses for general campus use.

TASK 010 Create a multi-purpose area in the RGC media viewing area with computers so that students can have access to IT help and electronic resources.

TASK 011 Investigate redesigning LRC spaces integrating electronic information sources and services into traditional space.

OBJ 4 Provide staff for adequate service at all existing and planned LRS locations. [Goal: Staff, Service, Management, Standards, Access]

TASK 012 Fund appropriate staffing levels at all LRCs.

TASK 013 Restore and increase hourly funds to support basic services.

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OBJ 5 Support the instructional efforts of the ACC faculty. [Goal: Instruction/Learning, Staff, Access, Technology]

TASK 014 Add an Instructional Development Specialist at the PIN campus to serve PIN faculty and DSL program.

OBJ 6 Collaborate with other ACC groups to best plan for and utilize technological resources at ACC. [Goal: Partnerships, Technology, Resources, Management]

TASK 015 Maintain the LRS Technology Replacement Plan in light of the College's plan and provide funds to implement needed changes.

TASK 016 Provide funds to implement the LRS Technology Replacement Plan to include the replacement of aging instructional audiovisual equipment.

OBJ 7 Provide more staff development and training opportunities. [Goal: Staff, Management]

TASK 017 Provide funding for additional staff attendance at workshops and training sessions.

TASK 018 Offer in-house training through the LRS Staff Development Committee on issues identified by staff.

TASK 019 Provide funding for classified staff training and development.

OBJ 8 Foster open and informative communications among LRS staff. [Goal: Staff, Management]

TASK 020 Have at least two all-LRS meetings per academic year.

TASK 021 Have at least 3 meetings of all LRS professional staff per academic year.

TASK 022 Promote the use of ACCnet to facilitate communications within LRS.

TASK 023 Continue to improve and implement the LRS decision-making structure.

OBJ 9 Develop a plan to better standardize LRS services and procedures across the district. [Goal: Management, Service, Standards, Access]

TASK 024 Identify areas for standardization of LRS services and procedures.

TASK 025 Assign teams to address specific standardization issues and propose changes.

OBJ 10 Strengthen LRS operations through exemplary leadership and management. [Goal: Management, Service]

TASK 026 Provide a clear, consistent vision and direction.

TASK 027 Continue to develop the team concept for optimal operations.

OBJ 11 Expand resource sharing, particularly of electronic resources, with other institutions. [Goal: Partnerships, Resources, Technology, Access]

TASK 028 Investigate new models of resource sharing with local or regional institutions.

OBJ 12 Use technological advances to provide options for better serving ACC communities. [Goal: Technology, Service, Access]

TASK 029 Provide reference service through the LRS Web site.

OBJ 13 Offer innovative LRS instruction. [Goal: Instruction/Learning, Technology, Distinction]

TASK 030 Utilize electronic classrooms for training and workshops.

TASK 031 Implement a "for-credit" course in information access and electronic resources.

TASK 032 Continue to improve the course on information access and electronic resources offered through CCBD.

TASK 033 Analyze current program of LRS instruction and develop alternative programs if needed.

OBJ 14 Gain recognition of LRS as a program of distinction. [Goal: Distinction, Staff]

TASK 034 Encourage LRS staff to participate in professional organizations.

TASK 035 Encourage LRS staff to contribute to the improvement of their professions through publications and presentations of papers and workshops.

LEARNING RESOURCE SERVICES

STRATEGIC OBJECTIVES 1999-2002

OBJ 1 Expand LRS services for users employing electronic access to information resources. [Goal: Service, Resources, Technology]

OBJ 2 Develop and implement outcomes-based evaluation system for LRS services. [Goal: Service, Management, Standards]

OBJ 3 Develop and maintain public services orientation in all LRS staff. [Goal: Service, Staff]

OBJ 4 Explore new models to integrate LRS services and implement as appropriate. [Goal: Service, Management]

OBJ 5 Evaluate existing LRS resources (collections, equipment, etc.) and review utilization to facilitate resource development and management. [Goal: Resources, Management, Standards]

OBJ 6 Maintain adequate funds to support existing and new resources as enrollments grow and programs change. [Goal: Resources, Management, Standards]

OBJ 7 Integrate LRS instruction into more classes. [Goal: Instruction / Learning]

OBJ 8 Continue to evaluate and improve the way LRS delivers instruction. [Goal: Instruction / Learning, Management]

OBJ 9 Expand LRS instructional offerings to the ACC community, especially in light of emerging electronic resources and technology. [Goal: Instruction / Learning, Technology]

OBJ 10 Support the improvement of faculty teaching effectiveness. [Goal: Instruction / Learning, Partnerships]

OBJ 11 Provide increased hours of access to LRS resources and facilities. [Goal: Access, Resources, Facilities]

OBJ 12 Provide remote access to the LRS catalog and other electronic resources for the ACC community. [Goal: Access, Resources, Technology]

OBJ 13 Improve student access to classroom reserve materials and periodical articles. [Goal: Access, Resources]

OBJ 14 Increase student access to electronic resources in the the LRCs. [Goal: Access, Resources, Technology, Facilities]

OBJ 15 Investigate and implement technological innovations which will improve LRS support of instruction and learning. [Goal: Technology, Instruction / Learning]

OBJ 16 Investigate and disseminate information about emerging technologies to the college. [Goal: Technology, Partnerships]

OBJ 17 Maintain adequate funds to acquire new and replacement hardware and software. [Goal: Technology, Management]

OBJ 18 Use electronic technology to improve communications and management. [Goal: Technology, Management]

OBJ 19 Continue to revise the LRS Technology Plan to meet the changing College environment. [Goal: Technology, Management]

OBJ 20 Seek to obtain compensation for staff commensurate with their job responsibilities. [Goal: Staff, Management]

OBJ 21 Emphasize LRS staff development and training. [Goal: Staff, Standards, Distinction]

OBJ 22 Explore alternative compensation and reward systems for exemplary job performance by LRS staff. [Goal: Staff, Management]

OBJ 23 Obtain additional staff to meet changing service demands and increased use of information technology. [Goal: Staff, Management, Technology]

OBJ 24 Investigate existing LRS space and reorganize to achieve best use. [Goal: Facilities, Service]

OBJ 25 Seek to expand LRS space. [Goal: Facilities, Management]

OBJ 26 Provide LRS input into planning new ACC facilities. [Goal: Facilities, Management, Partnerships]

OBJ 27 Provide a quality study, research, and development environment for students and faculty, as well as quality work environment for staff. [Goal: Facilities, Service, Staff]

OBJ 28 Maintain awareness of technological advances that have an impact on LRS activities and implement those appropriate to LRS operations. [Goal: Management, Technology]

OBJ 29 Improve methods of communications with the ACC community to identify needed services and to promote existing services. [Goal: Management, Service]

OBJ 30 Evaluate and revise the LRS organizational structure as the College's changing environment warrants. [Goal: Management, Standards]

OBJ 31 Increase among LRS staff understanding of LRS operations, organizational structure and the individual's role in a service organization. [Goal: Management, Staff, Service]

OBJ 32 Evaluate LRS operations and services and implement strategies for improvement as appropriate. [Goal: Management, Standards]

OBJ 33 Continue to develop relationships with academic areas to improve teaching and learning. [Goal: Partnerships, Instruction / Learning]

OBJ 34 Continue to work with all College departments to improve service to the ACC community. [Goal: Partnerships, Service]

OBJ 35 Develop beneficial relationships with local or regional libraries and educational entities. [Goal: Partnerships, Management]

OBJ 36 Present and promote LRS programs and staff internally and outside the ACC environment. [Goal: Distinction, Management, Service, Staff]

OBJ 37 Promote participation in professional organizations, activities, research, publication, meetings, and committees. [Goal: Distinction, Staff]

OBJ 38 Continue to evaluate LRS programs and actions in light of accepted professional standards and principles. [Goal: Standards, Management]

EVALUATION AND ASSESSMENT

EVALUATION OF ANNUAL PROGRESS

LRS formally evaluates progress toward achieving its Mission, Goals and Objectives each year. Tasks are set by individuals, committees, and the LRS Management Team which define what is to be done each year to satisfy the Strategic Objectives. An annual review of accomplishments is done at the start of the academic year to measure progress.

ORGANIZATIONAL PROGRESS

Annual reports, which detail objectives and tasks for the coming year and accomplishments for the past year, are required of all LRS committees and organizational units. Objectives and accomplishments are tied specifically to the goals of the LRS Strategic Plan. The Associate Vice-President meets periodically throughout the year with committee conveners to assess performance.

Statistics of LRS activity for the previous fiscal year are collected in the fall. These figures are used for completion of local, state, and national data collection efforts as well as for comparison of ACC performance to that of other colleges.

Every fall, the *LRS Annual Report* is published which summarizes the accomplishments and plans for the department along with appropriate statistical measures of performance.

INDIVIDUAL PROGRESS

LRS engages in semi-annual evaluation of professional performance and annual evaluation of classified staff. At the beginning of the academic year, professionals propose their personal objectives for the year, linked to specific LRS Goals and Strategic Objectives which are reviewed and approved by supervisors. This review includes professional growth activities. At the mid-year review, these personal objectives are reviewed to ascertain progress and needed adjustment. The ACC evaluation summary is completed at this time as well.

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OUTCOMES ASSESSMENT

As mandated by the Southern Association of Colleges and Schools, LRS participates in annual assessment of its effectiveness in coordination with College efforts. A mechanism for conducting this assessment will be devised in conjunction with the Office of Institutional Effectiveness which satisfies the requirements of SACS and the needs of LRS and the College.

STRATEGIC PLAN REVIEW

We anticipate a formal review and revision of the LRS Strategic Plan in five years. The process to reevaluate the plan will begin in the spring of 2001 with a revision projected for the summer of 2002.

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LRS STRATEGIC PLAN 1998-2002
APPENDICES

Appendix A -- ACC Mission

Appendix B -- Survey and Focus Group Results

Appendix C -- Summary of the LRS Technology Plan

Appendix D -- Summary of LRS Statistics

Appendix E -- Process and Chronology

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AUSTIN COMMUNITY COLLEGE — MISSION AND PURPOSE

Austin Community College will be a learning organization, one that engages in self-evaluation, self-renewal, and self-sustaining growth. We pledge to assess and understand the needs of our communities and to deliver educational programs and services that meet those needs in the most effective manner.

Austin Community College operates on the belief that open access to quality post-secondary educational experiences is vital in a rapidly changing democratic society. Therefore, the College exists to provide such educational opportunities to all the people of the Austin, Texas, area. Hence, Austin Community College maintains an "open door" admissions policy, offers a comprehensive variety of post-secondary educational programs, and actively seeks to eliminate barriers in the educational process. The legal purpose of the Austin Community College is prescribed by the Texas Legislature:

1. Technical programs up to two years in length leading to associate degrees or certificates;
2. Vocational programs leading directly to employment in semiskilled and skilled occupations;
3. Freshman and sophomore courses in arts and sciences;
4. Continuing adult education for occupational or cultural upgrading;
5. Compensatory educational programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
6. A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
7. Workforce development programs designed to meet local and statewide needs;
8. Adult literacy and other basic skills programs for adults; and
9. Such other purposes as may be prescribed by the Texas Higher Education Coordinating Board, or local governing boards in the best interest of post-secondary education in Texas.

Austin Community College offers the following types of programs, services, and instruction to fulfill its purpose and to satisfy state law for public junior and community colleges:

1. Student-centered instruction that seeks to aid students in their educational endeavors while demanding quality performance.
2. Vocational and technical programs of varying lengths leading to certificates or degrees.
3. Freshman and sophomore-level academic courses leading to an associate degree or serving as the base of a baccalaureate degree program at a four-year institution.
4. Continuing adult education for academic, occupational, professional, and cultural enhancement.
5. Special instructional programs and tutorial services to assist under-prepared students and others who wish special assistance to achieve their educational goals.
6. A continuing program of counseling and advising designed to assist students in achieving their individual educational and occupational goals.
7. A program of library, media, and testing services to support instruction.
8. Contracted instructional programs and services for area employers that promote economic development.

SURVEY AND FOCUS GROUP RESULTS

SURVEY OF LRS SERVICES

LRS conducted surveys during the spring of 1996 to determine whether our client base was satisfied with our services. There were three separate surveys:

Faculty Survey
Distributed to all full-time faculty and part-time faculty

Student Survey
Distributed to a random sample of students in the classroom

Customer Survey
Distributed within the Learning Resource Centers

The results of the surveys were analyzed by the Strategic Planning Group and the LRS Management Team and used in strategic planning.

ACC EFFECTIVENESS SURVEYS

During the late fall, the ACC Office of Institutional Effectiveness conducted a survey of students and ACC employees to determine the effectiveness of ACC support services. LRS was one of the support services surveyed. Results from the surveys were analyzed by the LRS Management Team and incorporated into strategic planning.

FOCUS GROUPS

In April 1997, two focus groups were organized — a student group and a group consisting of ACC faculty and staff — for the purpose of providing information pertinent to LRS strategic planning and for review of our draft mission and goals.

The LRS Strategic Planning Group met with each focus group on the afternoon of 18 April 1997.

FACULTY/STAFF FOCUS GROUP

At a request from Frank Friedman, Executive Vice President of Academic and Student Affairs, a group of faculty and staff were invited to participate in a review of LRS efforts and to help ensure that the new plan meet the needs of ACC faculty and staff.

The group accepted the mission and goals in principle and offered comments and suggestions as to LRS services. In general, LRS services were viewed very favorably. Suggestions for formal library research classes, library orientation, making the LRC a friendlier place, more publicity about LRS services to special populations, and more open access were made.

The group agreed that having future meetings of a faculty/staff focus group would benefit both LRS and the faculty and staff.

STUDENT FOCUS GROUP

In cooperation with the ACC Student Activities Office, a group of students were invited to participate in a focus group to review the proposed mission and goals and to suggest ways in which students might be better served by LRS.

The students offered a number of suggestions including services to special populations, consistency in service and hours, more open hours to accommodate students who cannot go to the LRCs during traditional hours, more orientation and workshops about LRS services and resources, and better publicity about what is available in the LRCs.

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LRS TECHNOLOGY PLAN — SUMMARY

The LRS Technology Plan was developed by the LRS Technology-Networking-Web Committee during the Spring, 1997 semester. The Plan includes information on seven areas within LRS where technology has an impact. The areas include:

1. LRS Automation
2. Office/Work Activities
3. Instructional Development and Production
4. Public Access Technology
5. Training and Electronic Classrooms
6. Instructional/Classroom Support
7. Duplication and Document Imaging

For each area, the Technology Plan includes the following information.

◆ Current State – a general statement of services, activities and resources available in FY97. Resources includes a complete inventory of computer and media hardware and computer software.

◆ Future Direction -- a general statement of how technology might be used in each of the seven areas in FY98 and following years. This subsection also discusses the impact technology will have on ACC students and faculty, as well as on LRS's needs for hardware, software, facilities, staff and training. Budget implications for each area are also provided.

Area Highlights

1. LRS Automation

The LRS automation system is a college-wide system which provides external and internal support to students, faculty and staff. The system includes an on-line Patron Access Catalog, and modules for managing circulation, acquisitions, cataloging and serials control. The system is available at all ACC sites either via INet or dial-up .

LRS plans a major upgrade for FY98 to replace the existing Dynix library automation system. The new hardware will provide expanded port capacity for existing and expanded sites such as Central East Austin, for access by students from home, and for expanded access by faculty and staff from offices via the ACCNet intranet. Replacement of terminals with PC workstations will permit graphical or Web-based user interfaces for patrons and staff, as well as expanded software capabilities for connection to on-line resources and the Internet.

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2. Office/Work Activities

LRS plans to replace all LRS personal computer workstations and terminals with ACCNet compatible, multi-use workstations. This will allow all LRS staff to access Internet and ACCNet intranet resources. Other goals include standardizing office productivity software, establishing procedures for intranet-based record keeping and information sharing, and providing printer sharing for office computers.

3. Instructional Development and Production

The majority of technology-based instructional development and production activities are performed by the LRS Department of Instructional Technology and Development (ITD) and in the LRS Media Centers. The LRS also provides Faculty Productivity Centers within LRS Computer Centers so that faculty may do some of their own production work.

LRS will continue to provide the majority of these services, with an increasing focus on using ACCNet and the Web for support services and as an instructional resource. LRS will provide Web access to its electronic catalog, CD-ROM databases and on-line resources, as well as offer on-line services such as equipment reservations, reserves, reference services and on-line training. LRS will upgrade the Faculty Productivity Centers into Instructional Development Centers in FY98, with expanded services and production capabilities. LRS will update production hardware and services to meet the changing technology needs of the College.

4. Public Access Technology

Public access technology is available to students, staff and faculty through LRS Computer Centers, Media Centers, Faculty Productivity Centers, Reference and CD-ROM workstations, and an on-line CD-ROM LAN.

LRS will move toward an *Information Commons* model for open-access computing and resource sharing. This model increases reliance on multi-purpose PC-based workstations which provide networked access to local and remote information resources, as well as instructional and productivity software. This model is used in the Central East Austin LRS facilities plan. The LRS also plans to network all Computer Centers using Windows NT, to expand the CD-ROM LAN, restructure media viewing areas, and establish networked printing services.

5. Training and Electronic Classrooms

LRS offers training to ACC faculty and staff in the production and use of instructional technologies, and to students in the use of information technologies. Training is provided in a variety of formats (one-on-one, small group, large group) for a variety of topics (Web page design, using electronic resources, etc.). Training is offered in Faculty Productivity Centers, Computer Centers, other ACC computing facilities (labs and electronic classrooms), and on individual computers located throughout the LRCs.

LRS will continue to develop and deliver training which meets the instructional and information needs of faculty, staff and students. LRS will expand face-to-face training opportunities, provide additional on-line, self-directed training activities and will publicize all training activities through print and Web-based announcements. LRS will promote the need for additional interdisciplinary electronic classrooms college-wide.

6. Instructional/Classroom Support

LRS supports classroom instruction not only through development activities, but also by providing media equipment and a collection of commercially produced instructional materials.

LRS plans to expand classroom support by providing additional multi-media carts and classroom mounted televisions and VCRs. The LRS non-print collection will also be expanded. LRS plans to implement an AV Replacement Plan, similar in scope to the ACC computer replacement plan. Such a plan will ensure that aging technologies are replaced on a consistent schedule.

7. Duplication

Duplication in LRS is a multi-faceted activity. LRS provides faculty, staff and students with facilities for photo duplication, microform duplication, audiotape duplication and image scanning. Video duplication is provided by LRS staff on a limited basis.

Duplication services in LRS will change as patrons gain access to networked full-text resources, as reserves are provided in electronic form, and as document imaging becomes more common. LRS will implement solutions to these problems as they arise.

The LRS Technology Plan is a document in progress. The success of any technology plan is dependent on a number of factors, including the instructional needs of the institution, the swiftness of technological change, and the budget available to implement change. The LRS Technology Plan was used for FY98 strategic planning both in LRS and for the College's Technology Plan. The current LRS Technology Plan will be reviewed and revised yearly, to see that LRS is meeting the instructional needs of the College. The complete Plan will be available at the LRS web site.

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LRS STATISTICS — SUMMARY

	1992-1993	1993-1994	1994-1995	1995-1996	% change 1995-1996	4 year % change
Door Count	769,896	801,091	845,915	886,067	4.75%	15.09%
Materials/ Circulations - All formats	285,000	231,443	292,770	316,227	8.01%	10.96%
Volumes (all formats)	109,724	114,124	115,672	123,063	6.39%	12.16%
Titles (all formats)	64,298	67,108	66,458	71,215	7.16%	10.76%
Books						
Total volumes	97,523	101,622	102,926	109,847	6.72%	12.64%
Total titles	58,297	60,648	60,067	64,666	7.66%	10.93%
Audiovisual (total titles)	5,378	5,456	5,386	5,473	1.62%	1.77%
Computer Software (total titles)	623	1,004	1,005	1,076	7.06%	72.71%
Microforms (unduplicated)	190	179	179	186	3.91%	-2.11%
Subscriptions (duplicated)	1,458	2,211	2,194	2,205	0.50%	51.23%
Reference Transactions*	131,252	151,447	162,867	85,326	-47.61%	-34.99%
Library Instruction						
Students in Formal LUI Programs	8,565	11,703	11,880	12,122	2.04%	41.53%
Students in English Composition I	6,453	8,500	6,075	6,750	11.11%	4.60%
Classroom Presentations	159	164	251	270	7.57%	69.81%
Students at Presentations			4465	6592	47.64%	n/a
LUI Reference Questions	8,900	6,242	6,396	6,594	3.10%	-25.91%
Fee/Fine Collections	$48,906	$48,821	$56,317	$54,944	-2.44%	12.35%
Online Searches	155	133	81	278	243.21%	79.35%
Interlibrary Loans						
Lender	226	n/a	44	197	347.73%	-12.83%
Borrower	372	706	371	262	-29.38%	-29.57%
Headcount	109,628	153,491	109,254	148,021	35.48%	35.02%
Equipment Circulation	9,941	11,440	10,913	11,558	5.91%	16.27%
Program Circulation	3,314	8,729	3,677	2,938	-20.10%	-11.35%
Production						
Graphics (computer)	5,356	7,016	7,410	7,759	4.71%	44.87%
Photography	1,455	2,981	925	290	-68.65%	-80.07%
Television	224	206	240	381	58.75%	70.09%
Audio	1,089	505	970	336	-65.36%	-69.15%
Equipment Maintenance	464	336	955	803	-15.92%	73.06%
Software Program Circulation	n/a	n/a	42,806	46,785	9.30%	n/a
Door Count	106,386	110,929	95,185	149,320	56.87%	40.36%

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LRS STRATEGIC PLANNING — PROCESS AND CHRONOLOGY

Strategic Plan Review

We anticipate a formal reevaluation and revision of the LRS Strategic Plan every five years. The proces to reevaluate the LRS Strategic Plan will begin in the spring of 1996 with a revision projected for publication in the summer 1997.

Austin Community College, Learning Resource Services, Strategic Plan, 1992. p.18

An LRS Strategic Planning Group — W.Lee Hisle, Toma Iglehart, Margaret Peloquin, Richard Smith — was organized to oversee the planning process.	April 1996
Three types of user surveys were designed and implemented: LRS Customer Survey (distributed in the LRCs) Faculty Survey (mailed to full-time and adjunct faculty) Student Survey (conducted in the classroom)	Spring 1996
The Planning Group meets and designs a general process and timeline for LRS strategic planning.	May 1996
Representatives from all areas of LRS meet in a brainstorming session led by staff from ACC Institutional Effectiveness Office.	July 1996
The Planning Group meets to analyze and organize data from the brainstorming meeting. Preliminary mission and goals are defined.	July 1996
Representatives from all areas of LRS meet to review the preliminary mission and goals, make additional suggestions, and refine and prioritize issues identified in the July meeting.	August 1996

The Planning Group meets to analyze and organize data from the August meeting. Strategic Objectives are developed for FY98. The mission and goals are revised.	September 1996
The LRS Management Team reviews mission and goals, the FY98 strategic objectives, and defines budgetary objectives for FY98.	September / October 1996
All LRS professionals meet to review the draft mission and goals and the budgetary objectives for FY98.	November 1996
Strategic Planning Group and the LRS Management Team define assessment criteria for the ACC effectiveness survey of employees and students.	November 1996
The Strategic Planning Process is presented and the draft mission and goals are discussed at the annual All-LRS meeting. The mission and goals (1998-2002) are adopted in principle.	January 1997
The Planning Group analyzes data from the ACC effectiveness survey and correlates the information with the criteria defined.	February / March 1997
The Planning Group analyzes data from the Spring LRS surveys of faculty and students.	March / April 1997
The Planning Group meets with a Student Focus Group and an ACC Faculty/Staff Focus Group to identify issues. The focus groups also review the draft mission and goals and offer suggestions.	April 1997
The LRS Management Team reviews the results of the survey analyses and focus group meetings and suggests additional issues to be addressed by the strategic plan. LRS Mission and Goals (1998-2002) are adopted and the LRS vision is discussed.	April 1997

Representatives from all areas of LRS meet to review issues previously defined, suggest new issues, and prioritize issues to be used to create strategic objectives 1999-2002.	May 1997
The Planning Group meets to develop strategic objectives for 1999-2002..	June / July 1997
The Planning Group develops a draft outline of the strategic plan for review by the LRS Management Team.	June 1997
The Planning Group develops a preliminary draft of the strategic plan.	July 1997
The LRS Management Team and the ACC Academic Council review the preliminary draft.	July 1997
All LRS professionals review a final draft of the strategic plan.	August 1997
The LRS Strategic Plan for 1998-2002 is published.	August 1997

Transition to the Future:
The LRS Strategic Plan 1998-2002

Executive Summary

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Austin Community College

Learning Resource Services

(LRS) has provided quality information and instructional technology support services to the ACC community for many years. The *LRS Strategic Plan 1992-97* helped us guide the growth of the department and helped us to understand how we could be more effective.

A new strategic planning process was begun some 18 months ago. It has involved dozens of LRS faculty, professional and classified staff members, as well as other ACC faculty, staff and students. The planning process facilitated an understanding of the preferred LRS future in order to continue effective support of the ACC educational mission.

Transition to the Future:
The LRS Strategic Plan 1998-2002
will guide the development of programs and services over the next five years. It will link LRS evaluation efforts with annual goals and objectives, and it will link goals and objectives to budget requests and priorities. Finally, some four years from now, this plan will link LRS to the next strategic planning process.

We invite your comments and suggestions on our plan. And we look forward to serving your library and instructional support services needs in the future.

W. Lee Hisle, Ph.D.
Associate Vice President

The LRS Management Team-1997
From L to R: back: W. Lee Hisle, Nathan Tinnin, Cary Sowell, Toma Iglehart, Richard Smith. front: Margaret Peloquin, Jeanette Mosey, Julie Todaro.

LRS STRATEGIC PLANNING GROUP

W. Lee Hisle, Ph.D.
Associate Vice President, LRS

Toma Iglehart, MLS
Reference Librarian, RGC

Richard L. Smith, PhD
Mgr, Instructional Technology & Development

Margaret Peloquin, MLIS
Head Librarian, RVS

ACC Board

Dr. Carol Nasworthy, Chairman
Beverly Watts Davis, Vice Chairman
Dr. Lillian Davis, Secretary
Hunter Ellinger
Dr. Sharon Knotts Green
Allen Kaplan
Della May Moore
Rafael Quintanilla
Dr. John Worley
Dr. Richard Fonte, President

ACC does not discriminate on the basis of race, creed, color, national origin, gender, age or disability

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LRS Mission & Goals

Mission Statement

Learning Resource Services will be a collaborative system of library information services, instructional technology, and instructional development whose aim is to support teaching and learning at Austin Community College by providing the excellent staff, resources, instruction and services needed by our community of users.

PRIMARY GOALS:

Service
Learning Resource Services will provide the highest quality service to all Austin Community College populations.

Resources
Learning Resource Services will acquire, develop, and maintain the materials and equipment to meet the needs of the students, faculty and staff of Austin Community College.

Instruction / Learning
Learning Resource Services will support Austin Community College's instructional mission. Learning Resource Services staff will educate users through the design and delivery of instruction to promote critical thinking and life-long learning.

SUPPORTING GOALS:

Access
Learning Resource Services will provide equitable access to its resources, instructional programs, and services for all Austin Community College populations.

Technology
Learning Resource Services will investigate, acquire, utilize, maintain, and instruct in the use of traditional, as well as innovative and emerging technologies.

Staff
Learning Resource Services will attract and retain staff who are knowledgeable, motivated, adaptable, service-oriented, and effective. Learning Resource Services has a commitment to provide continuing education and training for its staff.

Facilities
Learning Resource Services will acquire and maintain the facilities necessary to meet the needs of the students, faculty and staff of Austin Community College.

Standards
Learning Resource Services will endeavor to meet the accepted standards and principles of its professions.

Management
Learning Resource Services will be a learning organization that is open, collegial, well-organized, flexible, and responsive. Learning Resource Services will continually assess its services in response to the changing needs of its community for planning services and allocating resources.

Partnerships
Learning Resource Services will maintain collaborative relationships within the College and with the larger community to be responsive to local, regional, and national needs, and initiatives and to make the most effective use of resources.

Distinction
Learning Resource Services will be recognized, locally and nationally, for its program of services. Learning Resource Services has a commitment to improving the professions of its faculty and staff.

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LRS Objectives & Tasks

Reflecting the LRS Stratgic Plan 1998-2002, these are the objectives and tasks we plan to accomplish. The shaded tasks are targeted for attention in FY1998.

Build a materials collection which better meets the current and future needs of the ACC community. *[Goal: Resources, Access, Technology, Standards]*

Task 001 Provide needed funds to maintain the materials collections (print, media, software, electronic resources, etc.) using a standard formula of replacing 5% of the materials per year.

Task 002 Provide funds needed to begin to phase in expansion of the collection to improve the ratio of students to material based on ACRL standards.

Task 003 Analyze current collections against ACC curricular requirements and anticipated needs.

Task 004 Analyze current collections deficiencies at smaller campuses and investigate ways to expand student access to materials.

Task 005 Analyze current collections by comparing the collections to national standards.

Increase student access to resources. *[Goal: Access, Service, Resources, Technology, Partnerships]*

Task 006 Acquire and install the upgrade or replacement of the current library automation system.

Task 007 Provide networked electronic resources to the ACC communities.

Study current LRS space utilization in the College and implement viable changes. *[Goal: Facilities, Technology, Partnerships, Service, Resources, Staff, Instruction/Learning]*

Task 008 Provide expandible and flexible LRC facilities and operations -- suitable collection, services, and new staff -- at the new Central East Austin Campus.

Task 009 Provide multi-disciplinary electronic classrooms at CYP, NRG, PIN, RVS, and Central East Austin campuses for general campus use.

Task 010 Create a multi-purpose area in the RGC media viewing area with computers so that students can have access to IT help and electronic resources.

Task 011 Investigate redesigning LRC spaces integrating electronic information sources and services into traditional space.

Task 012: Relocate LRS Technical Services from DAO to PIN effectively. Stabilize operations in time for the LRS library automation system replacement.

Provide staff for adequate service at all existing and planned LRS locations. *[Goal: Staff, Service, Management, Standards, Access]*

Task 013 Fund appropriate staffing levels at all LRCs.

Task 014 Restore and increase hourly funds to support basic services.

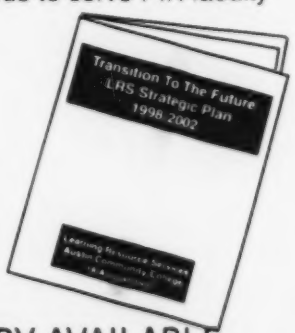
Support the instructional efforts of the ACC faculty. *[Goal: Instruction/Learning, Staff, Access, Technology]*

Task 015: Create Instructional Development Centers in the LRCs to provide faculty with more focused instructional development services.

Task 016: Cooperate with Faculty Development Program to help achieve the program's goals.

Task 017: Develop, revise, and deliver LRS instructional programming (orientations, workshops, integrated instruction, and courses) for faculty, staff and students in the areas of electronic information resources and instructional technology.

Task 018 Add an Instructional Development Specialist at the PIN campus to serve PIN faculty and DSL program.



FY 1999-2002 Objectives are included in "Transition to The Future: LRS Strategic Plan 1998-2002."

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Collaborate with other ACC groups to best plan for and utilize technological resources at ACC. *[Goal: Partnerships, Technology, Resources, Management]*

Task 019 Maintain the LRS Technology Replacement Plan in light of the College's plan and provide funds to implement needed changes.

Task 020 Provide funds to implement the LRS Technology Replacement Plan to include the replacement of aging instructional audiovisual equipment.

Provide more LRS staff development and training opportunities. *[Goal: Staff, Management]*

Task 021 Provide funding for additional staff attendance at workshops and training sessions.

Task 022 Offer in-house training through the LRS Staff Development Committee on issues identified by staff.

Task 023 Provide funding for classified staff training and development.

Foster open and informative communications among LRS staff. *[Goal: Staff, Management]*

Task 024 Have at least two all-LRS meetings per academic year.

Task 025 Have at least 3 meetings of all LRS professional staff per academic year.

Task 026 Promote the use of ACCnet to facilitate communications within LRS.

Task 027 Continue to improve and implement the LRS decision-making structure.

Develop a plan to better standardize LRS services and procedures across the district. *[Goal: Management, Service, Standards, Access]*

Task 028 Identify areas for standardization of LRS services and procedures.

Task 029 Assign teams to address specific standardization issues and propose changes.

Strengthen LRS operations through exemplary leadership and management. *[Goal: Management, Service]*

Task 030 Provide a clear, consistent vision and direction.

Task 031 Continue to develop the team concept for optimal operations.

Expand resource sharing, particularly of electronic resources, with other institutions. *[Goal: Partnerships, Resources, Technology, Access]*

Task 032 Investigate new models of resource sharing with local or regional institutions.

Use technological advances to provide options for better serving ACC communities. *[Goal: Technology, Service, Access]*

Task 033 Provide reference service through the LRS Web site.

Offer innovative LRS instruction. *[Goal: Instruction/Learning, Technology, Distinction]*

Task 034 Utilize electronic classrooms for training and workshops.

Task 035 Implement a "for-credit" course in information access and electronic resources.

Task 036 Continue to improve the course on information access and electronic resources offered through CCBD.

Task 037 Analyze current program of LRS instruction and develop alternative programs if needed.

Gain recognition of LRS as a program of distinction. *[Goal: Distinction, Staff]*

Task 038 Encourage LRS staff to participate in professional organizations.

Task 039 Encourage LRS staff to contribute to the improvement of their professions through publications and presentations of papers and workshops.

Vision

In perhaps the greatest revolution in education since the advent of the printing press over 500 years ago, the electronic information age is changing the way learning and teaching take place whether in a classroom, a laboratory, at home, at work, or in a learning resource center. The microchip pervades our personal and professional lives and, increasingly, all aspects of education will change as a result. Yet, the time-tested, traditional approaches to education and research retain value and relevance. Respecting the past, understanding the present, and anticipating the future, LRS strives to provide the information and instructional support services needed at ACC.

All Learning Resource Services are directed toward the achievement of our mission, goals, and strategic objectives while supporting the mission of the college. Support for teaching and learning, whether accomplished in the classroom, via distance learning methods, or via independent effort in Learning Resource Centers, will be the focus of our energies.

The LRS will provide essential library, instructional technology, and instructional development services in an integrated system of support to the educational programs, instructional goals, and student needs at ACC. These services will use whatever methods are most appropriate to the audience, from traditional to the most innovative. Our efforts will match pedagogy with appropriate methods of support.

Instruction / Learning

The Electronic Information Age is producing an enormous amount of data; students, faculty and staff are bombarded with messages from newspapers, television, radio, movies, video, magazines, and lately, electronic sources such as CD-ROMs and the Internet. They may spend an inordinate amount of time processing these messages, but not necessarily becoming more informed.

Information literacy skills (critical-thinking, life-long learning, and effective use of electronic information) underlies the LRS instructional program. The LRS instruction program will educate students on the research process and use of information resources for class completion, life-long learning and recreation. At the same time, it will satisfy those immediate needs within a value system of providing information literacy skills. LRS professionals will be actively involved in curriculum development to advance information literacy in ACC students.

Instructional programming to teach effective use of electronic resources, for research and classroom improvement, will be developed and offered to students, faculty and staff. This instruction will be delivered as credit courses or non-credit workshops for small and large groups, as well as one-on-one.

LRS will specifically target services to improve classroom performance by ACC faculty through Instructional Development Centers. Possible services will include individual consultations with faculty, provision of teaching labs for self-analysis, instructional short courses and online tutorials. Services will be linked to faculty evaluations and other aspects of the ACC Faculty Development Program. Instructional development for traditional and electronic modes of instruction will be provided.

Resources

Materials collections (print, AV, computer software, etc.) in support of the ACC curriculum will be expanded and will include online, full-image periodicals, newspapers and reference sources. These materials will be acquired and maintained in the most expeditious, cost-advantageous, technologically appropriate method possible. Partnerships between classroom faculty, librarians, and ITD professionals will be used to ensure collection development which reflects the needs of the ACC community.

Professionals will serve as bibliographers of Internet resources, as they do of traditional print and audiovisual materials, linking faculty and students to resources relevant to their area of study. Electronic reserves will be implemented to serve students regardless of the location of a reserve material or the location of the student. Document delivery services will take advantage of new technology to speed access to materials across the district. Many LRS electronic resources will be available across the network to faculty in their offices or students at home.

Access

The idea of community in America is changing as society moves from a public to a private orientation, heralded by home-theater and electronic Internet villages with chatrooms. Education programs must accommodate the changing information needs of this new type of society. LRS will continue to provide all the traditional library services, however we will also provide expanded access to new, electronic information sources. Because these digital resources are disseminated through the Internet, access can potentially be extended to all ACC LRCs, classrooms, labs, and offices. In addition, resources will be available from home. To serve working students, extended hours in LRCs will be provided in the district.

An integrated LRS automation system will be available that offers access, through one search engine, to multiple electronic sources, as well as electronic reserves, patron-initiated interlibrary loan, and access to shared electronic resource systems.

LRS will support Open-Campus students with special, directed services (which may include 2-way video reference, document delivery, 800-numbers, etc.) and access to electronic resources from distant sites or from home.

Technology

LRS will maintain open computer labs for student and faculty access to productivity and information tools. These spaces will serve as small and large group teaching facilities for the LRS instructional program as well.

Equipment will be current and sufficiently deployed to satisfy the educational needs of students and faculty, as well as the workplace needs of LRS staff. Robust PC workstations loaded with productivity and information software will be available throughout the LRCs. The LRS Technology Plan will be continually updated and will guide technology acquisition and use in the LRS.

Instructional development will increase in importance as faculty and students integrate electronic educational tools and methods into classroom experiences. Instructors will use Web pages as classroom aides and students will turn in assignments using digital media. Instructional development will use teams of information professionals and classroom faculty to develop programming.

Facilities

The blurring of boundaries among traditional LRS areas, e.g., computer centers, library reference, etc., will lead LRS to incorporate an Information Commons concept (open-access computing and media-viewing facilities) in its Learning Resource Centers. The Information Commons will serve general students, special-needs students, and CIS students. Integration of services in LRCs will provide students with greater access to information and computer resources, as well as providing the college with better space utilization.

Electronic classrooms will be available at every campus to enable innovative use of networked resources in instruction.

Staff

Staff who are technologically-adept, have a cooperative attitude, excellent public service orientation, and who can facilitate the use of instructional and information technology will be employed, developed, and retained. Staff will be cross-trained to function effectively in an information-diverse environment. Staff will be selected with the personal qualities necessary to interact effectively with a community college clientele. Sufficient permanent staff will be employed to serve the needs of LRS clients and the ACC community reducing LRS dependence on hourly employees.

Management

LRS will be an integrated system of instructional and information technology programs and services. It will operate with a district-wide perspective to maximize resource sharing, to provide consistency of services, central accountability, and to achieve a unified mission. LRS managers will model a high standard of service-orientation, work ethic, and commitment to the ACC mission.

The management of LRS will be flexible, without compromising quality, in adapting to changes at ACC, advances in technology, and in meeting LRS users' expectations and needs. Electronic communications for meetings, internal documents, policies and procedures, minutes, LRS publications, and collection development routines will be used.

Partnerships

Classroom faculty will see the LRS program as a partner in achieving student excellence through teaching and learning. LRS will partner with Student Services to meet the information needs of at-risk and special needs student populations. Local cooperative agreements (with libraries, businesses, etc.) will be expanded and strengthened as necessary to improve service to our faculty and students. The LRS will participate fully in state-wide initiatives for resource sharing. Distinction and Standards LRS will emphasize quality in all services which will result in state and national recognition for its programs and operations. LRS will guide and measure progress by the use of applicable professional standards, benchmarks, and by internal and external evaluations.

Distinction & Standards

LRS will emphasize quality in all services which result in state and national recognition for its programs and operations. LRS will guide and measure progress by the use of applicable professional standards, benchmarks, and by internal and external evaluations.

Overview of LRS Organization

Learning Resource Services is an integrated system of instructional support services consisting of three internal departments: Library Services, Instructional Technology and Development, and Technical Services and Automation. Learning Resource Centers (LRC's) are the physical locations in which services are delivered.

LRS provides support for effective teaching and learning, both within classrooms (including virtual classrooms), within Learning Resource Centers and from remote locations. LRS is organized as a centralized, district-wide operation under the leadership of the Associate Vice-President for LRS. The Associate Vice-President reports directly to the Executive Vice-President.

Although LRS is a centralized, district-wide organization, conscious effort is made to ensure relevance and participation at the local, campus level. Members of LRS staff serve on campus committees and participate in campus leadership activities. Each campus LRC holds regular All Professional meetings to foster cooperation across departments on a campus.

LRS is managed using a matrix-model of participatory management. Line authority comes from the Associate Vice-President and the Management Team which consists of the five Head Librarians and the Manager of Instructional Technology and Development. Functional work areas of LRS are managed by committee-teams of faculty, professional and classified staff members. Committees exist to manage, for example, the Library Automation System, Staff Development, LRS Instruction, Collection Development, and Public Relations. These committees are chaired by regular LRS faculty and staff, as well as by Management Team members. The committees report to the Associate Vice-President who consults with the Management Team on operational and policy issues.

Since 1992, LRS has operated under the guidance of the *LRS Strategic Plan, 1992-97.* All employee and program evaluations, annual goals and objectives, and budget development efforts are linked to the LRS Strategic Plan. Development of the new plan, *Transition to the Future: LRS Strategic Plan, 1998-2002*, was started some 18 months ago.

In 1997, approximately 100 ACC employees, including 17 faculty librarians and 13 IT/D professionals, work in Learning Resource Services at one of the eleven campuses or sites where LRCs are operated. LRS circulated over 300,000 materials in FY97, accommodated nearly one million visits by ACC faculty, staff, and students; and answered over 85,000 reference questions. In addition, some 12,000 students participated in one the LRS' instructional programs. The materials collection exceeds 130,000 volumes of printed and electronic resources. Access to remote electronic resources, and to printed materials via interlibrary loan, expand significantly the resources available to ACC students & faculty.